

DOCUMENT RESUME

ED 277 768

TM 870 047

TITLE Reading Objectives and Measurement Specifications, 1986-1990. Grade 1. Texas Educational Assessment of Minimum Skills (TEAMS).

INSTITUTION Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE Mar 86

NOTE 29p.; For related documents, see TM 870 046-048.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Basic Skills; *Behavioral Objectives; Educational Assessment; *Grade 1; *Minimum Competency Testing; Primary Education; *Reading Skills; Reading Tests; State Programs; *State Standards; Test Format; Testing Programs; Test Items

IDENTIFIERS *Test Specifications; *Texas Educational Assessment of Minimum Skills

ABSTRACT

The reading objectives and the measurement specifications cited in this document are congruent with the Texas State Board of Education Rules for Curriculum. The objectives are provided for teachers and for test developers involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. As of 1985-86 academic year, the TEAMS reading tests for first grade are based on the following objectives: (1) identify the main idea; (2) recognize words by sight; (3) recognize the meaning of compound words; (4) use context to understand the meaning of words; (5) use structural analysis to recognize root words; (6) recognize words through phonic analysis; (7) identify specific details, (8) identify the sequence of events; and (9) predict probable future outcomes. For each objective, this document provides a description of the test questions, a description of the answer choices and an example test question. (JAZ)

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Texas Educational Assessment of Minimum Skills



Reading Objectives and Measurement Specifications 1986-1990 Grade 1

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Texas Education Agency
Division of Student Assessment
March 1986

FOREWORD

The learning objectives contained in this volume are congruent with the State Board of Education Rules for Curriculum which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Educational Assessment of Minimum Skills (TEAMS) tests. Beginning with the 1985-86 school year, the TEAMS tests were based upon the objectives in this publication.

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

GRADE 1 READING

List of Objectives

Skill Area: Main Idea

Objective 1. Identify the main idea.

Skill Area: Word Meaning

Objective 2. Recognize words by sight.

Objective 3. Recognize the meaning of compound words.

Objective 4. Use context to understand the meaning of words.

Skill Area: Word Decoding

Objective 5. Use structural analysis to recognize root words.

Objective 6. Recognize words through phonic analysis.

Skill Area: Detail

Objective 7. Identify specific details.

Objective 8. Identify the sequence of events.

Skill Area: Inference

Objective 9. Predict probable future outcomes.

GRADE 1 READING

General Specifications

I. Reading Selections

- A. Reading selections used in the test will be developed using only those words contained in the Texas Education Agency (TEA) cumulative vocabulary list for Grade 1. Proper nouns and words explained in a reading selection are excluded from this requirement.
- B. Selections shall represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.
- C. The reading selections and items shall be free of stereotyping by age, sex, ethnicity, and geographical location.
- D. Selections shall include narratives, fiction, and factual accounts of a non-technical nature.
- E. Reading selections will contain a maximum of four sentences and each selection shall contain no more than 32 words.
- F. Each reading selection shall be used as a stimulus for only one item and shall measure no more than one objective.
- G. Each sentence included in a reading selection shall not exceed eight words in length.
- H. The content of sentences shall be appropriate for the interest and experiences of first grade students.

II. Test Items

- A. For each item, there shall be three responses with only one correct response.
- B. When items relate to reading selections, the correct response shall be dependent upon information found in the selection.
- C. Except where noted otherwise, all words in the items, including the answer choices, will be taken from the TEA cumulative vocabulary list for Grade 1. Proper nouns and words explained in a reading selection are excluded from this requirement.
- D. Neither "none of the above" nor "all of the above" shall be used as an answer choice.

III. Test Package Format

- A. Sufficient white space shall be included on each page.
- B. Reading selections, their corresponding test items, and response choices shall appear on the same page.
- C. Graphic displays, their corresponding items, and response choices shall appear on the same page.
- D. Type size shall be appropriate for first grade students.

OBJECTIVES AND MEASUREMENT SPECIFICATIONS

SKILL AREA: MAIN IDEA

Objective 1

Identify the main idea.

Description of Test Questions

1. A test item will consist of an untitled boxed reading selection followed by the question, "What is the story mainly about?"
2. The selection will develop one main idea. The main idea will be stated explicitly in a single sentence that may appear anywhere in the selection. All other sentences in the selection will contain supporting details.

Description of Answer Choices

1. The correct answer for an item will be a paraphrase or a restatement of the main idea explicitly stated in the selection.
2. An incorrect answer choice will be one of the following types:
 - a. contradicted, that is, a statement that is contradicted by information in the text;
 - b. inappropriate in scope, that is, a statement that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, accounts for a more general viewpoint than is presented in the selection; or
 - c. irrelevant, that is, a statement that introduces information not included in the text. The statement must contain at least one concept from the selection.
3. Answer choices inappropriate in scope will be presented in the same format (e.g., paraphrased or restated) as the correct answer choice. Pronouns, however, may be substituted for proper nouns.
4. Each set of answer choices will include incorrect answer choices from at least two of the categories described in Description of Answer Choices number 2 above.

Example of Test Questions

Teacher says: "Read the story in the box to yourself. Decide what the story is mainly about. Fill in the space next to the sentence that tells what the story is mainly about."

Mr. Smith has a garden with many plants. Green grass grows in his garden. Orange and yellow flowers grow there, too.

What is the story mainly about?

- ☐ There are many plants in Mr. Smith's garden. (correct)
- ☐ The flowers in Mr. Smith's garden are pretty. (irrelevant)
- ☐ Grass grows in Mr. Smith's garden. (inappropriate in scope)

SKILL AREA: WORD MEANING

Objective 2

Recognize words by sight.

Description of Test Questions

1. The directive, "Find the picture of this word," will be followed by a boxed word.
2. Eligible sight recognition words will be common nouns that do not exceed the first grade level on the TEA cumulative vocabulary list.

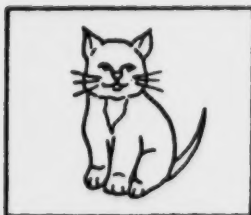
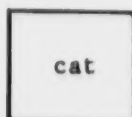
Description of Answer Choices

1. All answer choices will be pictures.
2. The correct answer choice will be a picture that depicts the boxed word.
3. An incorrect answer choice will be one of the following types:
 - a. irrelevant sound, that is, a picture of a common noun that has the same beginning or ending sound as the boxed word; or
 - b. incorrect meaning, that is, a picture of a related, but different, common noun.

Example of Test Questions

Teacher says: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

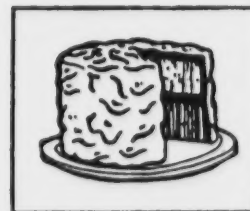
Find the picture of this word.



(correct)



(irrelevant sound)



(irrelevant sound)

SKILL AREA: WORD MEANING

Objective 3

Recognize the meaning of compound words.

Description of Test Questions

1. The directive, "Find the picture of this word," will be followed by a boxed word.
2. Eligible compound words will be composed of two common nouns from the first grade level on the TEA cumulative vocabulary list. The compound word will exceed the first grade word level on the TEA cumulative vocabulary list.

Description of Answer Choices

1. All answer choices will be pictures of nouns.
2. The correct answer choice will be a picture that depicts the boxed word.
3. An incorrect answer choice will be one of the following types:
 - a. incomplete, that is, the picture represents one, but not both, of the common nouns in the compound word; or
 - b. irrelevant, that is, the picture represents a plausible but incorrect interpretation of the compound word.

Example of Test Questions

Teacher says: "Read the word in the box to yourself. Find the picture of this word. Fill in the space under the picture of this word."

Find the picture of this word.

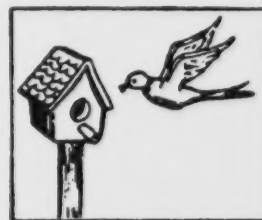
doghouse



(correct)



(incomplete)



(irrelevant)

SKILL AREA: WORD MEANING

Objective 4

Use context to understand the meaning of words.

Description of Test Questions

1. A boxed reading selection containing an underlined word will be followed by the question, "What does (underlined word) mean?"
2. The underlined word will be a word from the Grade 3 or Grade 4 level on the TEA cumulative vocabulary list.
3. The selection containing the underlined word will provide context clues for the meaning of that word. The context clues may be provided as synonyms, antonyms, or a setting/situation that conveys the meaning of the underlined word.
4. The selection will contain a minimum of two and a maximum of three sentences.
5. With the exception of the underlined word and proper nouns, the reading selection will contain no words which exceed the first grade level on the TEA cumulative vocabulary list.

Description of Answer Choices

1. Each answer choice will be a plausible definition of the underlined word.
2. The correct answer choice will be an accurate definition of the underlined word as used in the context of the reading selection.
3. An incorrect answer choice will be one of the following types:
 - a. contradicted, that is, a definition that is opposite in meaning from the underlined word; or
 - b. irrelevant, that is, a plausible but incorrect definition of the underlined word.

Example of Test Questions

Teacher says: "Read the story in the box to yourself. One word is underlined. Decide what the underlined word means. Fill in the space next to the meaning of the underlined word."

Mary told her friends a story. They giggled because it was funny.

What does giggled mean?

- ☐ laughed (correct)
- ☐ cried (contradicted)
- ☐ talked (irrelevant)

SKILL AREA: WORD DECODING

Objective 5

Use structural analysis to recognize root words.

Description of Test Questions

1. A boxed sentence containing an underlined word will be presented followed by the question, "What is the root word of (underlined word)?"
2. The root word of the underlined word can be either a noun or a verb. Nouns and verbs ending with the letter "e" will not be eligible for testing.
3. Eligible inflectional endings which may be added to root words are "s," "es," "ing," and "ed."

Description of Answer Choices

1. The correct answer choice will be the root word of the underlined word.
2. An incorrect answer choice will be one of the following types:
 - a. inflectional ending, that is, the inflectional ending of the underlined word; or
 - b. inaccurate root word, that is, a root word which (1) includes at least one letter of the inflectional ending or (2) excludes at least one letter of the root word.

Example of Test Questions

Teacher says: "Read the sentence in the box to yourself. One word is underlined. Decide what the root word of walked is. Fill in the space next to the root word."

John walked to the store.

What is the root word of walked?

- ☐ walk (correct)
- ☐ walke (inaccurate root word)
- ☐ ed (inflectional ending)

SKILL AREA: WORD DECODING

Objective 6

Recognize words through phonic analysis.

Description of Test Questions

1. A word will be presented orally and followed by one of the following questions:
 - a. "Which word has the same beginning sound as (tested word)?"
 - b. "Which word has the same ending sound as (tested word)?"
 - c. "Which word has the same vowel sound as (tested word)?"
2. The tested words will be selected from the first grade level of the TEA cumulative vocabulary list. Words ineligible for testing vowel sounds contain "r-controlled vowels," a short "i" or short "e" before the letter "n," or vowel combinations. Words ineligible for testing consonant sounds contain consonant blends or consonant digraphs.

Description of Answer Choices

1. For test items requiring students to use phonics to identify words with medial vowel sounds similar to the orally presented word:
 - a. The correct answer choice will be a word with the same medial vowel sound.
 - b. An incorrect answer choice will be one of the following types:
 - (1) incorrect vowel, that is, a similar but incorrect vowel sound;
 - (2) long vowel, that is, a word with a long vowel sound when the orally presented word has a short vowel sound;
 - (3) short vowel, that is, a word with a short vowel sound when the orally presented word has a long vowel sound; or
 - (4) irrelevant consonant, that is, a word with a medial vowel error but the same initial and/or final consonant sound.
 - c. Ineligible answer choices will be words that contain an "r-controlled vowel" or a short "i" or short "e" before the letter "n."

- d. Each set of answer choices will include incorrect answer choices from at least two of the categories described in Description of Answer Choices number 1.b. above.
2. For test items requiring students to use phonics to identify words with consonant sounds similar to the orally presented word:
- a. The correct answer will be either a word with the same single initial or final consonant sound as the presented word.
 - b. An incorrect answer choice will be one of the following types:
 - (1) incorrect consonant, that is, a word with a similar but different consonant sound from the specified sound;
 - (2) irrelevant initial consonant, that is, a word with a final consonant error but the same initial consonant sound as the orally presented word;
 - (3) irrelevant final consonant, that is, a word with an initial consonant error but the same final consonant sound as the orally presented word; or
 - (4) irrelevant vowel sound, that is, a word with a consonant error but the same medial vowel sound as the orally presented word.
 - c. If the tested word begins with a "c," then words beginning with a "k" are ineligible answer choices, and vice versa.
 - d. If the tested word ends with an "s" sound, then words ending with a "z" are ineligible answer choices, and vice versa.
 - e. If the tested word ends with an "x," then words ending with a "ks" are ineligible answer choices, and vice versa.
 - f. Each set of answer choices will include incorrect answer choices from at least two of the categories described in Description of Answer Choices number 2.b. above.

Example of Test Questions

Teacher says: "Look at the three words. Now listen very carefully. Find the word with the same ending sound as nut? Fill in the space under your answer."

sit

☐

(correct)

nose

☐

(irrelevant initial
consonant)

paid

☐

(incorrect consonant)

SKILL AREA: DETAIL

Objective 7

Identify specific details.

Description of Test Questions

1. A test item will consist of a boxed reading selection followed by a question which asks about a detail in the selection.
2. The test item will require the student to answer a stated question regarding "who," "what," "where," or "when."
3. The selection will develop a central topic with details. A detail may be a piece of information such as a name, an object, a place, a time, or an animal.

Description of Answer Choices

1. Each answer choice will consist of one detail in the form of a phrase or sentence.
2. The correct answer choice will be an accurate description (restated or paraphrased) of the detail contained in the reading selection which correctly answers the selection-dependent question.
3. An incorrect answer choice will be one of the following types:
 - a. incorrect detail, that is, an accurate description of any detail contained in the selection which does not correctly answer the test question; or
 - b. irrelevant, that is, a description of any detail not contained in the selection.
4. Answer choices which describe an incorrect detail will be presented in the same format (e.g., paraphrased or restated) as the correct answer choice. Pronouns, however, may be substituted for proper nouns.

Example of Test Questions

Teacher says: "Read the story in the box to yourself. Then answer the question about the story. Fill in the space next to your answer."

The mouse ran along the ground. The duck flew into the water. The horse fell asleep in the barn.

Where did the duck go?

- ☐ into the water (correct)
- ☐ to the ranch (irrelevant)
- ☐ in the barn (incorrect detail)

SKILL AREA: DETAIL

Objective 8

Identify the sequence of events.

Description of Test Questions

1. A test item will consist of a boxed reading selection followed by a question which asks about a step in the selection.
2. The question for a sequence item will require the student to identify what happens "first" or "last" in the selection.
3. The selection will develop a central topic with steps. A step will be a behavior performed as part of a sequence of two or more steps.
4. The selection will contain a maximum of four sentences.

Description of Answer Choices

1. Each answer choice will consist of one step in the form of a phrase or sentence. Answer choices will be no more than 8 words in length and will contain no words which exceed the first grade level on the TEA cumulative vocabulary list.
2. The correct answer choice will be an accurate description (restated or paraphrased) of the step contained in the reading selection which answers correctly the selection-dependent question.
3. An incorrect answer choice will be one of the following types:
 - a. incorrect step, that is, an accurate description of a step contained in the selection but not the step specified by the test question; or
 - b. irrelevant, that is, a description of a step not contained in the selection.
4. Answer choices which describe an incorrect step will be presented in the same format (e.g., paraphrased or restated) as the correct answer choice. Pronouns, however, may be substituted for proper nouns.

Example of Test Questions

Teacher says: "Read the story in the box to yourself. Then answer the question about what happens first or what happens last. Fill in the space next to your answer."

It is a beautiful day. Mary walks to the store. She buys milk and eggs. Mary goes home to make breakfast.

What did Mary do first?

- ☐ Mary walks to the store. (correct)
- ☐ Mary buys milk and eggs. (incorrect step)
- ☐ Mary buys bread. (irrelevant)

SKILL AREA: INFERENCE

Objective 9

Predict probable future outcomes.

Description of Test Questions

1. A test item will consist of a boxed reading selection followed by the question, "What will happen next?"
2. The selection must provide information from which a student can reasonably predict an outcome.
3. The selection will contain a maximum of four sentences.

Description of Answer Choices

1. The correct answer choice for an item will be the most reasonable prediction of an outcome based solely on the information provided in the selection. It will be accurate and relevant according to the selection.
2. An incorrect answer choice will be one of the following types:
 - a. contradicted, that is, a statement that is contradicted by information in the text; or
 - b. irrelevant, that is, a statement for which no evidence is presented in the text to support the statement. The statement must contain at least one concept from the selection.

Example of Test Questions

Teacher says: "Read the story in the box to yourself. Then answer the question about what will happen next. Fill in the space next to your answer."

Ann and Tom paint all day. They put their paintings in an art show. The best painter will win a prize. Ann has the best painting at the show.

What will happen next?

- ☐ Ann will win a prize. (correct)
- ☐ Tom will win a prize. (contradicted)
- ☐ Ann will give her painting to Tom. (irrelevant)

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.